



**Washington State Higher Education Coordinating Board  
Resolution Number 06-11  
2006-2007 High-Demand Enrollment Grant**

**Institution:**

Eastern Washington University

**Program:**

Occupational Therapy

**Budget Amount:**

\$88,056

**FTE:**

8

**Proposal History<sup>1</sup>:**

The original proposal was dated 5-3-06.

The proposal text was updated by Eastern Washington University on 5-19-06.

**Notes:**

1. The proposal posted here on the HECB Web site reflects all updates.

**Program/Funding**                      Expansion of Enrollment Opportunities in High-Demand Fields

**Agency:**                              **Washington Higher Education Coordinating Board**

**Title of Project:**                      **Expanding Enrollment Opportunities in Occupational Therapy at Eastern Washington University**

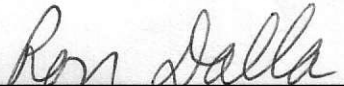
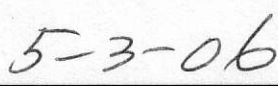
**Requested FTEs:**                      **8 FTES in FY06-07**

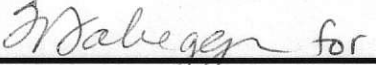
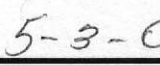
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**Authorizing Officials:**

   
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 for   
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Mary Voves, Vice President for Business & Finance

## **Expanding Enrollment Opportunities in Occupational Therapy at Eastern Washington University**

### **Program Description**

#### *Eastern Washington University's Occupational Therapy Program*

The entry-level Masters in Occupational Therapy (MOT) at Eastern Washington University prepares occupational therapists to work with people who have physical illness or injury, social or emotional difficulties, congenital or developmental problems, or who are in need of strategies that promote well-being. Occupational therapy (OT) is a health profession that provides services related to functional performance in everyday life, whether it is in self-care, work, or play/leisure activities. OT interventions focus on increasing independent function, enhancing development, and minimizing or preventing disability. A specific focus of the program is to prepare occupational therapists to work in rural and other medically underserved communities in an interdisciplinary and collaborative manner with other medical and health professionals. Students who graduate from the MOT Program have the knowledge and skills to practice in the diverse settings including those which serve the poor, the rurally isolated, and members of diverse minority/ethnic groups.

The Occupational Therapy Program admitted its first class in the fall of 1999 with the acceptance of six students into the Bachelor of Science in Occupational Therapy. Seven years later the program is full and will be graduating its first MOT students. The program is fully by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). In accordance with the AOTA mandate that all certification for entry into the profession occur at the post-baccalaureate level by January 2007, the Occupational Therapy Department closed its baccalaureate program after graduating its sixth

BSOT class in June 2006. The program moved to an entry-level masters degree, a Masters of Occupational Therapy, and enrolled its first master's students in the summer of 2004. They will graduate in the fall of 2006.

The graduate academic program includes seven quarters of professional education and six months (2 quarters) of fieldwork (training in occupational therapy practice). During the professional program, education and training emphasize life and human sciences, occupation-based theory and practice, developmental processes across the life span, occupational therapy practice and services, professional behaviors, cultural competence, and evidence-based practice. Students must complete a professional research project or case study for their degree. The learning process emphasizes student-directed attainment of learning objectives with participation in lectures, labs, seminars, presentations, group projects, and clinical practice.

Practice experiences, Fieldwork I and II, are an integral part of the educational program. Fieldwork I is infused into the coursework throughout the latter two years of the professional program and Fieldwork II is scheduled after successful completion of the professional coursework. Fieldwork II provides the learner with the opportunity to apply and integrate professional knowledge, skills, and behaviors to occupational therapy practice in traditional and emerging settings. Clinical internship sites are located throughout Spokane, Washington State, and across the nation. The majority are in the Northwest. Due to the limited number of clinical sites in Spokane, students must live out of town for at least one of their clinical affiliations.

### *MOT Program Facilities*

The Occupational Therapy Department is housed in the state-of-the-art Health Science Building on the Riverpoint campus of Eastern Washington University. The department is assigned one teaching area and one designated laboratory area (1500 square feet). In addition,

there are four faculty offices, a staff office, student areas, a department office, and clinical anatomy laboratory. Additionally, since the Professional Occupational Therapy Program conducts much of the experiential aspects of coursework in local hospitals, schools, businesses and community-based health services, excellent resources exist for all aspects of the program's curriculum and interdisciplinary training.

*Work Plan for Increasing MOT Student Enrollment to 30 students*

The Occupational Therapy Department proposes to increase enrollment from 25 to 30 students and generate an additional eight FTEs for the 2006-2007 academic year based on 1.6 FTEs per student. Because much of the curriculum is lab intensive, this will necessitate an additional faculty member to keep the faculty/student ratio to the maximum of 1:15 in each lab course. This ensures adequate instruction for clinical skills application in laboratory courses in preparation for fieldwork experiences. Faculty must additionally supervise Fieldwork Level I experiences, the additional faculty member will permit a ratio of approximately 1:6 or less depending on the level of competency of critical clinical skills required for the fieldwork experiences. The MOT curriculum requires students to conduct original research. The additional faculty will allow the faculty/student ratio of 1:6 needed to provide sufficient time for faculty to direct and monitor student research projects.

To increase enrollments in the MOT Program by 5 students each year and educate them according to the standards required by the ACOTE and EWU Graduate School, the program will require the following:

- A full-time tenured-faculty member in Occupational Therapy
- 10-15 additional Level I clinical sites and supervision
- An Academic Fieldwork Coordinator position increase from .5 FTE to .75 FTE

- A secretarial support increase from 11 to 12 months

*Admit an additional 5 students for a total of 30 students for AY 2006-07*

This year EWU's OT program had 43 applicants for 25 places in the program. Due to the high number of excellent applicants, the OT Department has waiting list of 18 well-qualified occupational therapy applicants and will be able to admit five additional students into the MOT Program for the 2006-07 academic year.

Eastern offers two methods of entry into the MOT Program. Student may enter with a bachelor's degree in any discipline, as is the usual method for entering graduate study, or they may enter during their senior year of undergraduate study. This 3+2 program model allows students to complete both the university and MOT prerequisites in the first three undergraduate years and begin the pre-professional OT program in their senior year. These students receive a Bachelor's of Arts in Interdisciplinary Studies (ITDS) and continue on to finish their Masters of Physical Therapy a year and half after their bachelor's degree. All applicants are required to submit application essays, GRE test scores, and performance in pre-requisite courses and GPA. The application deadline is February 1.

The following tables illustrate the current growth in the OT program and projected growth if this project is funded by both head count and FTE. In the first two years of the program, each OT student is equivalent to 1.6 FTE; during the third year the student is completing two twelve week internships which is equivalent to 1.2 FTE. Through this project, there will be a net increase of 22 FTES by 2009.

<b>Current Program Enrollments</b>							
<b>Class Year</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>BSOT– 1<sup>st</sup> Year</b>	<b>16</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>BSOT – 2<sup>nd</sup> Year</b>	<b>14</b>	<b>16</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>BSOT – 3<sup>rd</sup> Year</b>	<b>19</b>	<b>14</b>	<b>16</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Combined ITDS &amp; MOT –</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>
<b>MOT –1<sup>st</sup> Year</b>	<b>0</b>	<b>4</b>	<b>12</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>
<b>MOT –2<sup>nd</sup> Year</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>22</b>	<b>25</b>	<b>25</b>	<b>25</b>
<b>MOT –3<sup>rd</sup> Year</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>22</b>	<b>25</b>	<b>25</b>
<b>MOT Headcount</b>	<b>0</b>	<b>4</b>	<b>26</b>	<b>51</b>	<b>72</b>	<b>75</b>	<b>75</b>
<b>MOT FTES</b>	<b>0</b>	<b>6.4</b>	<b>41.6</b>	<b>80</b>	<b>106.4</b>	<b>110</b>	<b>110</b>
<b>Proposed Program Enrollments</b>							
<b>Class Year</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>BSOT– 1<sup>st</sup> Year</b>	<b>16</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>BSOT – 2<sup>nd</sup> Year</b>	<b>14</b>	<b>16</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>BSOT – 3<sup>rd</sup> Year</b>	<b>19</b>	<b>14</b>	<b>16</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Combined ITDS &amp; MOT –</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>
<b>MOT –1<sup>st</sup> Year</b>	<b>0</b>	<b>4</b>	<b>12</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>15</b>
<b>MOT –2<sup>nd</sup> Year</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>22</b>	<b>25</b>	<b>30</b>	<b>30</b>
<b>MOT –3<sup>rd</sup> Year</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>22</b>	<b>25</b>	<b>30</b>
<b>MOT Headcount</b>	<b>0</b>	<b>4</b>	<b>26</b>	<b>51</b>	<b>77</b>	<b>85</b>	<b>90</b>
<b>MOT FTES</b>	<b>0</b>	<b>6.4</b>	<b>41.6</b>	<b>80</b>	<b>114.4</b>	<b>126</b>	<b>132</b>
<b>Increase in MOT FTES with Proposed Enrollment</b>							
	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>Increase in MOT FTES</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>16</b>	<b>22</b>	<b>22</b>

*Hire a full-time tenured-faculty member in occupational therapy*

Occupational Therapy faculty must possess the expertise necessary to ensure appropriate curriculum design, content delivery, and program evaluation. They must be able to teach across the curriculum in order to integrate clinical expertise and research, and have the clinical expertise to supervise students in course labs, clinical internships and research to meet the educational

standards of ACOTE and Graduate School. If the grant is approved and funded, a part-time one-year visiting professor would begin in the fall of 2006. Recruitment for a full-time tenure-track candidate would be undertaken in AY 2006-07. The full time tenure track faculty position will meet the following qualifications:

- Hold a Ph.D. degree in occupational therapy or related field
- Have three years minimum clinical experience
- Show evidence of scholarly activity i.e. research, publications, and grant writing

*Increase Fieldwork Level I sites and support integration of clinical experience in OT core courses*

Five additional students will require approximately 10-15 additional Level I internships in Spokane or eastern Washington. The first Level I experience begins spring quarter. Level I Fieldwork experiences are incorporated into the major theory courses of the MOT Program as follows: OETH 530: Occupational Performance and Mental Health; OETH 531: Occupational Performance and Children; OETH 532: Occupational Performance and Adolescents & Adults; and OETH 533: Occupational Performance and Older Adults. The Academic Fieldwork Coordinator and course instructors collaborate in developing Level I Fieldwork sites. Each of the core theory and practice courses in the professional curriculum incorporates a minimum of 20-40 hours of Fieldwork Level I experiences. Additional courses provide students with community-based experiences that are not considered Fieldwork Level I but are designed to equally enhance the student's community-based learning experiences.

Level I Fieldwork experiences may occur at role-established, i.e. school OT therapist, and role-emerging sites, i.e. evaluate student accessibility needs for the Student Disability Center at the University Speech and Hearing Clinic. MOT Program faculty provide on-site supervision at role-emerging sites when an on-site fieldwork educator is unavailable. The ratio of students to



fieldwork educators will vary during the Level I Fieldwork experiences. For example, students may participate in a small group activity under the supervision of the fieldwork educator at a faculty to student ratio of 1:6. Faculty may supervise students one-on-one in a different Fieldwork I setting. The Academic Fieldwork Coordinator and course instructor will ensure adequate supervision for all Level I Fieldwork experiences.

*Increase Academic Fieldwork Coordinator from .5 FTE to .75 FTE and increase secretarial support from 11 to 12 months*

The Academic Fieldwork Coordinator is currently a 20-hour per week position. This position must be increased to a 30-hour position for the Academic Fieldwork Coordinator to have sufficient time to identify and develop additional clinical sites, arrange a legal agreement between the agency and the university, and supervise students. This increase will require an addition ten hours of the Academic Fieldwork Coordinator's time in developing and supervising five additional Level I Fieldwork experiences.

The department currently has one Senior Secretary to support departmental operations of the MOT Program and the position is staffed for 11 months. This proposal is to increase this position from an 11-month to a 12-month position. Because of the program's recent growth, the Senior Secretary is taking on tasks outside her position description, i.e. supervising work-study students and coordination of student admission. The support for managing five additional MOT students will require approximately three hours of additional staff support time per week.

*Timeline:*

	Spring 2006	Summer 2006	Fall 2006	Winter 2007	Spring 2007	Summer 2007	Fall 2007
Admit 5 additional MOT students current on waiting list	3						
30 students begins MOT program		3				3	
Review applications for 30 well-qualified MOT students					3		
Hire an adjunct faculty position under a one year contract			3				
Advertise for one additional faculty member			3				
Review applications				3			
Candidate interviews					3		
Faculty member begin employment							3
Increase Fieldwork Coordinator position from .5 to .75 FTE			3				
Increase Senior Secretary from 11 to 12 month contract			3				
Contact potential internship sites	3	3	3				
Develop additional contacts with sites			3	3			
Develop internship information files			3	3			
Assign students to new Level I & Level II Fieldwork sites					3		

## **Responsiveness to Economic Needs**

Over the last ten years, studies, consultant reports, and strategic plans have consistently touted Spokane's health care sector as one the region's economic strengths and one that should be bolstered to increase economic prosperity. Spokane has the largest health care sector between Seattle and Minneapolis/St. Paul. Of five major hospitals, two are the second and third largest in the state. The city is the major hub for health professionals serving the northwestern United

States. People come from Eastern Washington, Idaho, and Montana as well as parts of Oregon and Wyoming to receive health care.

Health care is the leading industry in Spokane and constitutes a significant portion of the employment opportunities in the region. It represents 40% of the service sector, makes up 14% of total county income, and 12% of total jobs. The health care sector grew by 3.4% in Washington State in 2005 and that growth is expected to continue in Spokane and elsewhere as the boomers age and increase their needs for health care services.

Spokane Area Economic Development Council in its Comprehensive Economic Development Strategy in 2004 encouraged growth in the health care sector as a way to increase the economic health of the region. One strategy the plan recommends is “to foster higher concentrations of jobs in the following clusters: medicine, technology, biotechnology and education.” The plan suggests four specific actions to meet this objective. This project directly responds to two of them. One action “Encourages the development of world class higher education support for health care, medical and biotechnological industries.” Increasing the capacity of a high quality occupational therapy master’s program addresses this action. Another action in the plan suggests that Spokane, “Increase volume of patients from outside the region.” Additional occupational therapists in Spokane and Eastern Washington respond to this action. Practicing occupational therapists in Spokane will continue to attract clients from the extensively rural parts of the west.

### **Responsiveness to Desirable Attributes**

Two other entry-level MOT programs exist in Washington State at the University of Puget Sound and the University of Washington. Both programs are located on the coast. Students attending these programs often do not practice in the Inland Northwest. Additionally,

the programs are unavailable to many of Eastern's traditional student population, many who are place-bound because of family and/or financial circumstances. Eastern's MOT Program's unique feature is multiple partnerships with local and regional community colleges to improve access for transfer students from two-year colleges to enter the MOT Program. Forty-six percent of the students admitted to the MOT Program have an associate's degree. The MOT Program, additionally, has admitted students with two-year degrees from the occupational therapy assistant and/or physical therapy assistant programs at local community colleges.

To improve student access to graduate education, the Department of Occupational Therapy instituted the 3+2 model allowing early admission into the MOT Program in spring 2005. This program has created a seamless entry from a two-year community college program into the Occupational Therapy master's program. Under this new model the occupational therapy profession is introduced to undergraduate students from both four and two-year colleges earlier in their career decision-making process.

Eastern's MOT Program is developing partnerships with both public and private health care providers. This is mutually beneficial to both the local health care industry and the MOT program. For example, faculty from the Occupational Therapy Program met with the director and key rehabilitation personnel from St. Luke's Rehabilitation Institute on January 2006 to discuss mutual interests in research and practice. Currently, St. Luke's Rehabilitation Institute and the MOT Program are interested in collaborating on multiple research projects and outcomes evaluations to improve patient outcomes in the following areas: electronic documentation systems, aquatics therapy, outcomes for stroke survivors, motor learning principles, and driver evaluation/retraining, biofeedback and telemedicine.

### **Demonstration of Student Demand**

The Occupational Therapy Program has experienced increased student demand over the last two years. In AY 2004-05, the program admitted four MOT students and 16 BSOT, in AY 2005-06, it admitted 12 MOT students and 10 ITDS/MOT students. This year, it had 43 applicants (26 MOT and 17 ITDS/MOT) and admitted 25 well-qualified students for AY 2006-07 and placed the remaining 18 qualified students on a waitlist. FTEs have grown by 28 % from AY 2001-02 to AY 2005-06.

Student interest in the program is demonstrated by the following growth in student inquiries, prerequisite courses offered (i.e. Introduction to Occupational Therapy), and applications to the program. Most admission indicators have shown growth and increasing demand for occupational therapist as noted in the table below:

<b>Evidence of increased student demand</b>	<b>AY 01/02</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>
<b>Inquires into the MOT Program</b>	<b>42</b>	<b>34</b>	<b>106</b>	<b>103</b>	<b>151</b>
<b>Enrollments into the Intro to OT</b>	<b>N/A</b>	<b>N/A</b>	<b>1</b>	<b>40</b>	<b>33</b>
<b>Applicants into the ITDS to MOT Program</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>10</b>	<b>17</b>
<b>Applicants into the MOT Program</b>	<b>N/A</b>	<b>N/A</b>	<b>4</b>	<b>12</b>	<b>23</b>

### **Demonstration of Employer Demand**

Washington and the nation suffer from severe shortages of health care personnel. A recent Washington Job Vacancy Survey reported 6,906 professional and support personnel vacancies in Washington. Thirty to 90% of all hospitals report that recruiting health care personnel is difficult.

The Washington State Legislature, State Higher Education Coordinating Board (HECB) and the Office of the Superintendent of Public Instruction have noted the need to increase the

number of allied health personnel especially those serving rural and other underserved communities. The proposed program will emphasize preparation for service in those areas and will recruit students from rural and other underserved areas who are more likely to return to their home communities to practice their profession. This proposal is aligned with the need to provide students opportunities for education and training in health care and in particular occupational therapy, a high-demand field identified by the HECB's in the *State and Regional Needs Assessment*. In addition, the *2004 Supply and Demand Report* published by the Office of the Superintendent of Public Instruction found “considerable shortages” exist for occupational therapists serving children with diagnosed and needing special services in the school system. The report also identified a high vacancy rate between 2002 and 2004 of occupational therapists as essential specialist throughout the K-12 educational system.

Employment demand for licensed occupational therapists in Washington and surrounding states is very high. Attached to this document are letters of support from: 1) Gary Smith, CEO of St. Luke’s Rehabilitation Institute 2) Molly Baasch, Director of Center for Special Education Services for District 101 and 3) Linda, Thill, Director of Occupational Therapy Support Services for District 81. All the letters indicate a high demand for occupational therapists and the inability to provide occupational therapy services to those needing appropriate treatment. Competition among employers to hire qualified, licensed occupational therapists is also rapidly increasing as indicated by sign-on bonuses between \$5,000.00 and 20,000.00 along with generous coverage of moving expenses and tuition reimbursement programs (see attachments).

The first four graduating classes of the OT program currently report 100% employment in their practice field; many of those graduates have been hired in the eastern Washington and Inland Empire region. The following table from the Washington State Labor Market and

Economic Analysis predicts continued growth and demand for occupational therapists in the state of Washington.

	2002 Employment Projections	2004 Employment Projections	2006 Employment Projections	2012 Employment Projections	Growth rate %	Annual average openings
Washington State	2164	2282	2371	2602	20	75

Nationally this employment demand is high. The Occupational Outlook Handbook for 2005-06 lists occupational therapy as one of the fastest growing occupations between 2004 and 2014. It predicts a 33.4% growth in the field. In addition, the American Hospital Association and National Association for Care Recruitment reported a critical workforce shortage with occupational therapy in hospitals. They list the national vacancy rate for occupational therapists at 11.33% with 8% being considered at crisis levels. A national survey conducted June 2003 of OT education directors indicated that 62% of students had jobs before graduation or within 4 weeks and 95% had jobs within 8 weeks.

### **Identification of Program Goals, Outcomes, and Assessment Plan**

Goal I) Increase capacity of EWU's MOT Program to 30 well-qualified OT students

Goal II) Continue to graduate and employ highly qualified occupational therapists

The following table indicates the assessment methods for each outcome:

Outcomes	Measure
Five additional OT students admitted in fall 2006 and publish and advertise new entering cohort at 30	Count of entering cohort collected by support staff as part of existing procedures
Requested faculty available to teach by fall 2006 and each year thereafter and increase & advance Senior Secretary to 12 month position	Count by support staff as part of existing procedures
10-15 additional clinical sites available for student placements	Count by support staff and Academic Coordinator of Clinical Education as part of existing procedures
One hundred percent of the graduating MOT	Chair and faculty will assess student-

classes of 2006 - 2009 will demonstrate academic and clinical skills to be independent practicing occupational therapists	learning outcomes once each quarter. Will use existing procedures
Ninety percent of the graduating MOT student classes of 2006 – 2009 will pass the NBCOT examination the first time	Testing information submitted from the National Board of Certification of Occupational Therapists to the MOT Program. Pass rate is currently being monitored.
Ninety-five percent of the graduating MOT student classes of 2006 – 2009 will be employed as occupational therapist within three months of graduation	An alumni survey at one year interval is currently being monitored

Assessment for this project will be the responsibility of the OT Department Chair, support staff, and assisting faculty in assessing the ongoing performance of the Occupation Therapy program. The Department Chair, with assistance from support staff, and appropriate faculty will examine each quarter progress toward each outcome to ensure that objectives are being met. In addition, student assessment will routinely measure individual classes and monitored academic quality. If student performance appears to weaken, the faculty will convene to plan and implement strategies that will enhance student learning.

### **Plan to Continue the Program beyond the 2006-07 Fiscal Year**

While the Eastern's preference would be that, should this proposal receive funding, those funds would be reflected in EWU's funding base for FY08, the administration understands this is not guaranteed. EWU is committed to maintaining the instructional and support services for the additional students enrolled in this program. The Office of Academic Affairs will ensure that the college receives adequate funds to support the enrollments. The Office of Academic Affairs and the colleges receive base dollar allocations generated by increased tuition collected by the University. These two pools would be the source of funding to continue these programs.



*Eastern Washington University*  
**High Demand Proposal**

*Occupational Therapy*  
**2006-07 HIGH DEMAND ENROLLMENTS**

**New Students Served by this proposal**

<b>Student Headcount (Optional)</b>	<b>Student FTE (Required)</b>
5.0	8.0

	<b>Staff Headcount</b>	<b>Staff FTE</b>	<b>One Time Costs</b>	<b>Recurring Costs</b>	<b>Total Costs</b>
	Optional	Required	All Sources	All Sources	All Sources
<b>Faculty Salaries (including benefits)</b>					
Faculty including benefits	1.0	1.0		61,000	61,000
Adjuncts including benefits	0.2	0.2		10,400	10,400
TA Salaries including benefits					0
<b>Staff Salaries (including benefits)</b>					
Exempt					0
Classified	0.1	0.1		9,162	9,162
Hourly					0
<b>Personal Service Contracts - describe</b>					0
<b>Goods and Services</b>					0
Travel			3,658		3,658
Equipment			2,000		2,000
Other - describe if over \$5000			1,800		1,800
<b>Total Instruction</b>	<b>1.3</b>	<b>1.3</b>	<b>7,458</b>	<b>80,562</b>	<b>88,020</b>
<b>Recurring Indirect Costs:</b>					
Primary Support					0
Libraries				4,176	4,176
Student Support Services				7,024	7,024
Institutional Support				11,394	11,394
Plant Operation and Maintenance				9,808	9,808
<b>One-time Indirect Costs (Grant Admin)</b>					0
<b>Total Expenditures (Uses)</b>	<b>1.3</b>	<b>1.3</b>	<b>\$ 7,458</b>	<b>\$ 112,964</b>	<b>\$ 120,422</b>
<b>Total Cost Per Student FTE</b>					15,053
<b>Less: Annual Tuition Per Student</b>					4,046
<b>Requested State Funding Per Student FTE</b>					11,007

**Notes:**

Institutional costs will be supported by tuition dollars only.

Grants Administration costs at 8% are waived for the FY06-07 High Demand Program in order to provide maximum benefits to programs and students.

EWU reserves the right to apply Grants Administration costs in future years of the program.

Graduate tuition has been calculated as follows: \$2,036/qtr. X 3 qtrs. = \$6,108 x 6% anticipated increase = \$6,474 per headcount.

Tuition budgeted in the spreadsheet is calculated as follows: \$6,474 x 5 headcount = \$32,370 divided by 5 FTEs = \$4,046

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April 19, 2006

Greg Wintz, Department Head  
Occupational Therapy Department  
Eastern Washington University  
Cheney,, Washington

Dear Greg,

I understand from Nancy Royse, PT, that you are doing a needs assessment in the community for Occupational Therapists. She relayed that you want information about our experience in recruiting for open positions and our anticipated need in the future. As the Administrative Liaison for our OT group, I will attempt to answer these questions.

This is a very important topic for our department at this time for 2 reasons-recruitment and future needs.

Recruitment:

1. Last year we were short 1 staff all year with an ongoing posting. This was very hard on staff because of the overload work. Luckily, an OT from California moved here and joined our staff.
2. The same experience happened this spring when a staff left for 6 months maternity/ leave of absence. Unable to recruit locally, we were lucky again that a California OT moved to the area.
3. We have had a posting for 2 days a week since Jan. that may be filled by May.
4. Our experience in the past of being able to recruit locally has been dismal. We find that there are not enough new students available who consider taking a first job in the schools.
5. When the students graduate and take jobs in other areas, they are working year round so it appears to them that they make more money. Also when we attempt to recruit after they have worked in other areas and they learn that they will lose their former experience on the salary schedule, they often are not interested until they have families and want the change for schedule purposes. (Losing former experience is an issue at the state level, not local. The district offers a supplemental contract to attempt to make up for this.)
6. Since most OT's in the area schools have been in those positions and districts for some years, there is not movement between districts. Again this makes recruitment of experienced staff difficult.

Anticipated need in the future:

We are in a bargaining year and have just completed a needs assessment for our department that is being reviewed. We have proposed contract language that uses program weighting factors not caseload caps. This weighting factor was developed in the group May 2005 and has worked well this year to adjust workload among staff when needed. Using this formula we have the following information:

1. We currently have 40 FTE (8 full-time staff) who are providing 48.5 FTE of Service /week.

2. We have had a posting for .4 FTE (2 days /week since January and may have it filled by May. Recruitment problem again. This means that we are currently down 6.5 FTE or 6 ½ days.
3. In our proposal we demonstrated with numbers that the district has some open liability in not providing evaluations and work site accommodations for Secondary students who are physically involved in pre-vocational programs This would add another 2.0 or 2 days/week of service.
4. In our proposal we demonstrated with numbers that the district is not providing appropriate evaluations for accessibility for assistive technology. This would add 1.0 FTE or 1 day/week of service.
5. In our proposal we recommended that we be cross-trained and staffed at levels would allow us to serve in 105 Kindergartens and as many of the 116 1<sup>st</sup> grades as is possible to support development of handwriting AND written language skills in order to promote the foundation skills needed for success on the WASL. We requested 10 FTE or 2 full time staff.

Summary: We need 6.5 days of staff to serve our current caseloads.  
We need 3.0 days of staff to serve Pre-Voc and Assist. Technology  
We need 10 days of staff to support all K & 1 classrooms  
TOTAL: 19.5 days or 3.8 additional OT staff

Now Greg, we are very proud of ourselves for talking about programs that we should be serving given that we are already carrying high caseloads. However, if any additional time is approved, we have no idea how we will fill it because of the recruitment issues. This is a discouraging fact that keeps staff from getting too excited about the possibility.

This may be more detailed than you need. Since Spokane School District is a very large employer of school OT's and there has been growth of our department in the last few years, I wanted you to know that we anticipate even more growth. We certainly hope there are graduates of Eastern available in the future.

If you need more information please contact me at [lindath@spokaneschools.org](mailto:lindath@spokaneschools.org). Thank you for the fine job you do in preparing students to be professionals.

Sincerely,

*Linda Thill ms, OTR/L*

Linda Thill, MS, OTR/L  
Administrative Liaison



# ESD101

Educational Service District 101

## Headquarters

4202 S. Regal Street  
Spokane, WA 99223-7738  
Phone: (509) 789-3800  
Fax: (509) 456-2999

## School to Work

1025 W. Indiana Avenue  
Spokane, WA 99205-4400  
Phone: (509) 456-7660  
Fax: (509) 789-3593

## Web/E-mail

www.esd101.net  
info@esd101.net

## Superintendent

Dr. Terry A. Munther

## Board of Directors

Robert Bayer  
Dwalne Klein  
Dr. Gary Livingston  
Jamie Parker  
Robert Peterson  
Thomas Sackmann  
Ron Schmidt

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Lincoln County  
Pend Oreille County  
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Educational Service  
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equal opportunity/  
affirmative action  
employer

May 1, 2006

Gregory Wintz, Chair  
Eastern Washington University  
College of Science, Health and Engineering  
310 N. Riverpoint Boulevard, Box R  
Spokane, WA 99202

Dear Professor Wintz:

Thank you for the opportunity to support Eastern Washington University's Department of Occupational Therapy's proposal for funding due to the high-need enrollment of students requiring Occupational Therapy in our region's schools. The number of children requiring this service option within area schools is increasing as the field of qualified occupational therapists decreases. You can understand our dilemma.

Graduates from the occupational therapy program at Eastern Washington University have enabled the Educational Service District 101's Center for Special Education Services to offer occupational therapy services to eligible students attending schools in our region. Your graduates have gone into schools and successfully treated students entitled to occupational therapy services.

Each year, it becomes more difficult to locate qualified Occupational Therapists to deliver services within the school setting. Vacancies in this field lead to our inability to provide affected students with appropriate treatment. The ability to meet the goals established on children's Individualized Educational Programs (IEPs) is negatively impacted by this workforce shortage. An increase in the number of occupational therapy graduates will fill the gap currently existing within the field. Eliminating this shortage will help ESD 101 districts, Washington State, and the greater Northwest region.

We look forward to our continuing collaborative relationship and receiving additional graduates from your program in the near future.

Sincerely,



Molly Baasch, Director  
Center for Special Education Services

MB/bc



Wendy E. S. Repovich, Ph.D., FACSM  
Director, Exercise Science  
PEHR Department  
PEB 200  
Cheney, WA 99004-2476

*Cheney • Spokane*

April 25, 2006

Greg Wintz, OTR/L Department Chair  
Department of Occupational Therapy  
310 N. Riverpoint Blvd., Box R  
Spokane, WA 99201

Dear Greg:

I am excited to hear you are applying for the HEC Board High Demand Enrollment Grant because that means there will be more places in the program for our department majors. There has been a connection between our two departments from the first year of your program. In a very short time your program was started, moved from Cheney to the Riverpoint Campus, transitioned from only an undergraduate program to a dual program, and now to only a graduate program. During that time our department has consistently encouraged students to consider Occupational Therapy as a career path.

Before the transition to only being a graduate program it was a more difficult decision our majors had to decide whether to complete two bachelor degrees or to drop the one in our department and just focus on OT. Now it is the best of both. Our Exercise Science, Athletic Training and Therapeutic Recreation majors can all complete an undergraduate degree in their chosen field, apply and be accepted in your master's program, and once accepted they help provide diversity in your program.

The discussion over the past year about expanding the interdisciplinary 3+2 program to our majors will create a smooth transition and allow students to graduate in five years instead of six, making the prospect of OT even more enticing. As the director of the Exercise Science program I have seen the number of students interested in OT grow from none to a consistent five or six students each year. The similarity of philosophies of the two disciplines makes the two an effective combination of prevention and therapy with both stressing high quality of life and long-term wellness. I am certain if you are able to provide more FTEs we will be first in line to fill them.

Sincerely,

Wendy Repovich, Ph.D., FACSM

voice: (509) 359-7960 fax: (509) 359-4833 email: [wrepovich@mail.ewu.edu](mailto:wrepovich@mail.ewu.edu)

*Eastern Washington University is committed to affirmative action and equal opportunity.*



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(509) 482-0111  
Fax (509) 482-2456  
[www.holy-family.org](http://www.holy-family.org)

April 26, 2006

Mr. Greg Wintz, Chair  
Department of Occupational Therapy  
310 N. Riverpoint Boulevard, Box R  
Spokane, WA 99202-1675

Re: Occupational Therapy Need

Dear Mr. Wintz:

Due to our difficulty in recruiting licensed and certified occupational therapists at Holy Family Hospital, I strongly support your efforts to increase the size of your program.

Our last occupational therapist opening in our Children's Rehabilitation Services occurred in mid-2004 when one of the full-time therapists took a position closer to her rural home. We had originally recruited her from Florida because we had been unable to find a local candidate. We were unable to hire a suitable replacement candidate until January 2005. In fact, we found very few candidates to interview. Most of the occupational therapists in the area appear to be happily employed.

For the several months during the time it took to hire a new staff member, approximately 20 children had their therapy put on hold. We had no other OT services available, and there were few openings available in the community.

As you know, occupational therapists serve in a variety of settings. At Holy Family Hospital we have OTs who provide services to adult and pediatric outpatients, acute care inpatients, the Hand Clinic, the Multiple Sclerosis Clinic, and the Bone and Joint Center. We are a part of Providence Health and Services whose sites for occupational therapists also include VNA Home Care and Holy Family Adult Day Center.

Occupational therapists throughout our organization are in demand and experience no shortage of work. I applaud your efforts to help employers meet their needs by providing well-trained and educated staff. In the end, it's the patients, young and old, who benefit the most.

Sincerely,

Susan M. Gentry, CCC-SLP  
Manager, Children's Rehabilitation Services

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DominiCare • PAML • Providence Physician Services Co. • The Heart Institute of Spokane





## Interdisciplinary Studies

363 Senior Hall  
Mailstop 300  
Cheney, WA 99004

John Neace, Director

509-359-6524

jneace@mail.ewu.edu

4/24/06

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Gregory Wintz, Chair  
Eastern Washington University  
College of Science, Health and Engineering  
Department of Occupational Therapy  
310 N. Riverpoint Blvd., Box R,  
Spokane WA 99202

Dear Professor Wintz:

Thank you for the opportunity to support Eastern Washington University's Department of Occupational Therapy's proposal for funding due to high-need enrollments in health care services. This proposal goes to the Higher Education Coordinating Board and requests support for five new full-time graduate students in the 2006-07 academic year.

During the AY 2005-06, I worked with the Department of Occupational Therapy Program at Eastern Washington University to institute a curriculum change allowing early admission into the Masters of Occupational Therapy (MOT) in spring 2005. This program model allowed student to complete both the university and MOT prerequisites in the first three undergraduate years, beginning the pre-professional OT program in the senior year and complete the Occupational Therapy Master's Program over the next year and half. The combination of the Bachelors of Arts in Interdisciplinary Studies: Occupational Performance Degree (ITDS) and Master of Occupational Therapy Program creates a seamless entry into the occupational therapy profession ensuring that all prerequisites in social, physical and biological sciences are completed in a timely manner. This change has allowed introduction of occupational therapy to 10 students enrolled in the ITDS degree last year and I hope to have an additional 15 to 20 student prepare to enter this coming year.

I have seen students' interest in this program grow over the last two years. This collaborative program has provided better access for both undergraduate students at four and two year colleges and enhanced earlier admission in occupational therapy graduate education. I look forward to our continued collaborative relationship and hope to place additional ITDS students in MOT Program in the future.

Sincerely,

John L. Neace, Department Chair  
Department of Interdisciplinary Studies  
Eastern Washington University  
Cheney, Washington 99004

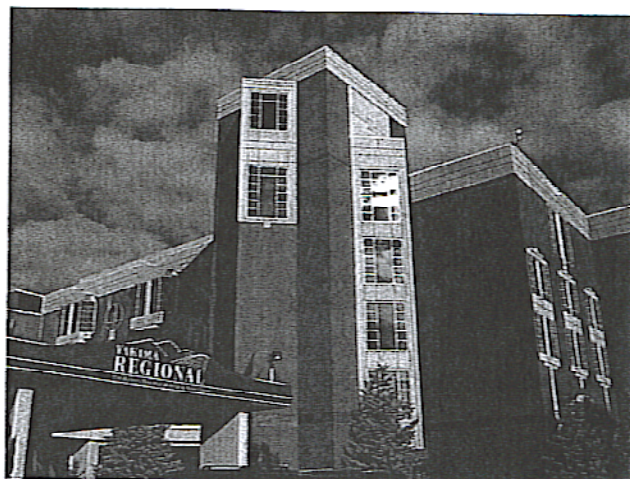
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